

ADMINISTRATIVE - INTERNAL USE ONLY

SUBJECT: Meeting with the CIA Management Committee

PRECIS

1. The Director accepts OTR as good at teaching the basic intelligence skills.
2. It is his view that there has not been enough concern and criticism of the Agency's product.
3. He is convinced that there is more concentration on the intelligence process outside than inside CIA.
4. It is clear that he expects more from OTR in righting this imbalance. He plainly expects that OTR will assist by stimulating a critical and imaginative examination of the intelligence cycle from collection to use by the consumer to post-mortem analysis and ultimate case study application.
5. He said that when the message is worthwhile, stimulating and provocative--whether delivered by a renowned individual or one without fame but truly expert--it deserves a greater audience than a small class forum.

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24 April 1973

MEMORANDUM FOR THE RECORD

SUBJECT: Meeting with the CIA Management Committee

1. The undersigned met with the CIA Management Review Committee at 0830 on Wednesday, 18 April 1973. Present were the Director; General Walters; the Deputy Directors Colby, Duckett, Proctor, and Brownman; and [REDACTED]

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[REDACTED]. The subject of the Office of Training was the first item on the agenda and the session lasted until 1130.

2. I had given each of the participants a copy of the attached outline of subject matter that I intended to cover. I stated that I thought the group could review the first five points on the outline without much reference to them. At about this point the Director interjected a question to the Deputy Directors as to why they do not do their own training. This was commented upon by Messrs. Colby, Duckett, and Proctor to the effect that not only do officers from each of the Directorates rotate for service into OTR but that they and their staffs also make a considerable substantive input into OTR courses. I added that the Directorates do, in fact, a great deal of their own training and cited the Office of Communications which teaches some 52 courses as a good example. Additionally I pointed out the [REDACTED] spent in FY 73 in component training. The Director seemed satisfied with the explanation.

3. I then made reference before leaving the subject of language training, that a substantial saving could probably be made by the application of sanctions—sanctions which would require that officers in positions where language qualifications are necessary to have an intermediate (3) level skill in one foreign language before promotion beyond the grade of GS-11. This particular point was not discussed at any length except that General Walters stated that he agreed with the sanction concept. General Walters also stated that he felt that our language teaching capability was very good. He cited the exceptional training accomplishment of [REDACTED] who achieved an intermediate skill in Portuguese in about three months at OTR's Language School. The Director asked if our language training was cost effective. I told him the cost was \$6.20 an hour and that this was approximately equal to the Foreign Service Institute figure. I pointed out too that the FSI's language school is about three times larger than ours and this caused the Director to ask about the size of our classes. I informed him that it was a rare case when one of our classes would number over six. In the discussion on language training I mentioned that if all of those who are eligible for retirement in FYs 73 and 74 were to leave during that period, the Agency would lose over a third of its skills at the fluent (4) and native (5) levels, and that these skills were extremely difficult to replace. General Walters asked about our Finnish capability.

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I furnished him this after the meeting. (We have the following speaking skills: 5 level - 4, 4 level - 3, 3 level - 9, 2 level - 3.) The Director stated that he believed that an individual should be able to master one of the soft languages (he may have meant the Romance languages and German) in three months. Mr. Colby added that it would probably take a little longer. General Walters commented that once an individual learns a language he never forgets it.

4. The Director had much to say about his meeting with the Advanced Intelligence Seminar on Monday evening, 2 April 1973, in the Executive Dining Room and stated that there were four OTR instructors present which made him feel that OTR must have a surplus of instructors if four could be present to handle one group. Unfortunately, nowhere during this part of the discussion did I note that only two men were responsible for the management of the AIS and that the other two OTR officers present were guests. It was the Director's view that the group could have done better without any of those instructors, if their contribution at that particular meeting was any basis for judgment. He said that they seemed to be a drag on the course rather than a help and that one of those present had been responsible for spreading rumors regarding the size of the personnel cuts that were going to be made in the Agency. Further, that much of the instructors' efforts seemed directed at catching the military services off base or wrong. This he

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obviously feels is an entirely improper activity for the OTR staff. His message was in essence, that we should help the Community effort, not malign or hinder it.

5. Next was the discussion on assumptions (paragraph 7 of the attached outline) with which the Director essentially agreed. He agreed too, with the indicated OTR actions shown in paragraph 8 of the outline. In speaking of the size of OTR, the Director made it clear that he thinks it is too big.

6. It is perhaps fair to conclude that the Director was left with the impression by General Walters, the Deputy Directors, and me that OTR is good at teaching the basic skills of intelligence. He was also left to believe that our language, information science, and management programs are likewise good.

*miss  
relying* But it is clear that he expects more of OTR than this! He is dissatisfied with the Agency's concern and criticism of its own efforts. The inference we can draw from this is that he expects OTR to help initiate the dialogue and keep it going—but keep it stimulating and provocative. His keen interest in producing a better, more usable intelligence product was the principal theme of his exhortations throughout the meeting.

He dwelled on the analytical and estimative processes, citing specific examples—the older Sihanoukville estimate and the recent work on Mexico and Panama which he caused to be redone. I had mentioned our use of the latter two estimates in our Latin American Seminar—which triggered his discussion of

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estimates in general. His preoccupation with better estimates was evident from the time he gave to discussing the real Soviet defense budget. It is easy to conclude that the DCI thinks that OTR must play a significant role in creating an intellectual atmosphere in which the problems involved in making the intelligence process better are viewed from every perspective and discussed with as new and minute an outlook as the best brains in the Agency, Community, and outside can bring to bear. The DCI commented that there is more thinking and discussion of the intelligence process outside than inside CIA. He strongly urged a correction of this imbalance.

7. He obviously believes that working for CIA is different—a challenge and unlike working at a job. He questioned anyone whose interest and activity stopped at the end of an eight-hour day. He feels that the challenge demands a constant intellectual pursuit to keep abreast of the fast-changing world in which we live. He said at one point that it would be acceptable if one left at 5:00 taking home a bag of books or other work on which to sharpen his faculties. For example, he said, "reading history is fun, and certainly a way of immersing oneself in the background of an area or country." (This statement arose from a consideration of the importance of area knowledge.) When he spoke of a need to compile bibliographies—in a sense "must" reading—I took the opportunity of discussing the matter of the Orientation for Overseas. I said that the subject of

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some time; that it was OTR's conviction that this function was best performed at the desk level. Yet, despite our efforts to put the responsibility there we had continued with our short course and in the preparation of bibliographies and special materials. I pointed out that OTR had supplied many of the desks in the DDO with not only bibliographies but an assortment of actual articles and reports on many countries.

8. The Director expressed a larger concept of training than has characterized most of our thinking—it is that everyone should be a teacher, everyone a student. This thought fit well into the context of his view that each Directorate should perhaps do its own training. He expects that there will be a great many teachers in each Directorate. He expects too that expert personnel in the Agency will be used to teach and to participate in an interchange for the general good. It was in this vein that he criticized training programs that dwell for long on the function and activities of Agency components. He expressed in strong terms that one who has been here for a while and who needs to be taught about a part of the Agency is obviously not doing his homework. One should learn these things on his own! It is implicit here that barriers and compartmentation must come down.

9. If one can conclude briefly as to the results of the discussions regarding OTR, it would be that there is satisfaction or acceptance of OTR's performance in the area of the basic

intelligence skills but not in the area of providing an intellectual forum and an intellectual fermentation at an appropriate level of concern for the intelligence process. I ventured in the course of our exchange that the Agency has not been concerned enough with the unity or interdependence of the intelligence process. To some degree we have been teaching the collection and production as separate entities and not in enough instances, is the process discussed and analyzed from the viewpoint of oneness. In this connection I stated that one of the recent considerations in OTR's Curriculum Council was a combining of the collection instruction with the production aspect. The DCI agreed. I added that we should go further and include the consumer and ask such questions, as I pointed out in paragraph 8, sub-paragraph (2) of the outline: How does the consumer decide, and how much intelligence is enough?

10. Although I did not specifically speak of the creation of a think-tank, I was satisfied that the Director expects that OTR will be an atmosphere for intellectual ferment. He is certainly of strong feelings regarding the need and value of producing case studies. On more than one occasion during the discussion he referred to the need to study an old estimate anew—to glean its final lesson for use in new work. He left little doubt of his interest in assuring that each officer has a knowledge and appreciation of systems analysis techniques and whatever new methodologies that are useful in making the product better, simpler, and more accurate.



11. He obviously agreed that OTR needs to balance its staff with new people and agreed with the need for experts in systems analysis, information science, substantive area experts and specialists in management. On the latter score—he doubted that there are many good management people in academia. In addition to balancing the staff, it appeared to be the general consensus, agreeing essentially with the position advanced, that OTR should renegotiate its entire curriculum with the Directorates.

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12. The future of the [REDACTED] is unresolved.

Both Messrs. Colby and Proctor think it should be given up.

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Presumably the reason for their position is cost and the fact

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that the [REDACTED]

This is a matter for further consideration. The Director listened and has not yet decided. I made one effort to have OTR drop

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its [REDACTED] capability but was unsuccessful. The DCI

indicated that this capability cannot be entirely liquidated.

We will need to discuss this further with the DDO. Also

unresolved is the matter of training for the Community. The

Director left no room for doubt regarding the inclusion of Community personnel in our training programs. What was left in question

is the degree to which the Agency, and specifically OTR, will

put on training specifically for Community members. To my

suggestion that perhaps we could teach basic tradecraft to all


Community members, General Walters commented that he did not

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their own.

13. In speaking of the rotation of personnel into OTR, I pleaded with those present to send us their best. Without being able to finish my statement, the Director interrupted saying in the most unequivocal terms that he would not have anyone assigned to Training that was not fully qualified. He spoke with feeling on the subject saying among other things that to send less than the best is equivalent to shooting oneself in the foot. The message was clearer than I have ever heard it.

14. There are many implications for Training in the views of the Director; many offer new and direct challenges to those of us in the Office of Training.

  
Deputy Director of Training

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1. What OTR Does:

65 Courses in:

1. Collection tradecraft (classical espionage)
2. Production of intelligence
3. Information sciences
4. Orientation: Community, national, international problems affecting intelligence
5. Induction and orientation of clericals
6. ██████████ skills and tactics
7. Communication skills: writing, briefing, reading

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130 Courses  
6,000 Students  
69,400 Student Days

65 Language Courses: 23 Languages taught in 1972

212 Classes  
790 Students  
19,600 Student Days  
(Average 25 work days)

2. OTR's Other Responsibilities

- A. Career Training Program      Staff: 5 officers, 3 other
- B. Language Development Program
- C. Training Selection Board
- D. Annual Report on Component Training: \$1.7 million  
(excluding student salary)
- E. Supervision of External Training: \$1.2 million  
2,800 students

3. Briefings and Special Programs

- A. Outgoing Ambassadors and key military personnel
- B. Brookings
- C. JCS-DIA Orientation
- D. War Colleges, FSI-Senior Seminar, etc.

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4. Staff We Do It With

OTR Careerists  
Professionals  
Technical  
Clericals

On Rotation from other  
Agency components

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Contract  
Language Teachers  
Support School  
Information Science Training Staff

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5. Total OTR Budget:

6. Evaluation:

- A. OTR serves as a forum for the DCI and top management.
- B. A place unique for breaking down Directorate barriers.
- C. Good operations (including PM) and language training.
- D. Orientation and mind stretching courses.  
(Core Courses)
- E. Good at handling briefing programs for Brookings, etc.
- F. A beginning at developing Information Science Courses.
- G. Not enough training in the analytical function and production of intelligence.
- H. No specific training in scientific requirements.
- I. A close concern for Directorate training needs—but less close at the inter-dependence of the intelligence process.

7. Changes Indicated: Assumptions

- A. A smaller Agency
- B. A larger Community responsibility
- C. Less reporting
- D. A greater concern with analytical and estimative processes
- E. A better insight into the needs of the consumer
- F. Rapid world change demands training reflection of new problems

8. Meeting the Change: Indicated OTR Action

- A. Fewer personnel
- B. New personnel
- C. Fewer courses
- D. New programs

(1) A "think tank" or Intelligence Institute  
complement for the study of special problems and:

- a. Research
- b. Production of case studies: Example: DCI briefings of NSC on SALT and MBFR.
- c. Manual publication: Agent Training and Liaison Training
- d. Area/Subject Specialists

(2) Training in timely problems of analysis, e.g.:

- a. New methodologies
- b. Decision making in bureaucracies, i.e.:
  - 1 Chinese
  - 2 Russian
- c. The role of special factors in analysis and estimation:
  - 1 National and personal characteristics
  - 2 Intuition and probability
- d. Uses of intelligence: How does the consumer decide? How much intelligence is enough?
- e. Greater use in analysis of the collector's expertise and area knowledge
- f. The expanding role of the futurologist

(3) Subjects of special concern, e.g.:

- a. International economic problems
- b. The rise of terrorism
- c. International trade in narcotics
- d. [REDACTED]
- e. Pollution and demographic concerns
- f. Energy crisis and the Middle East  
Etc.

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(4) Expansion of Information Science Training:

(ADP - Large Scale Systems Analysis -  
3 Information Science Courses)

(5) Increase use of video taping of training programs,  
CCTV, and programmed assisted instruction as  
indicated.

(6) Extension Training - night classes, etc.

E. New Contract or Rotational Personnel

- (1) Experts in the technology of teaching and course design. Rationale for an instruction system.
- (2) Information science and systems analysis experts.
- (3) Substantive area experts
- (4) Specialists in management from academia and industry

9. Programs We Will Be Conducting

- A. The Core Courses
- B. Production and Collection Curriculum
- C. Management Curriculum
- D. Information Science Curriculum
- E. Special Activities

- (1) Lecture series
- (2) Briefings
- (3) Seminars

F. Language Training

- G. New programs as needed and described in dialogue with Directorates.
- H. Communication skills courses

10. Questions Needing Consideration

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- A. OTR's role in Community training
- B. Future of [REDACTED] Greater use or abandon?
- C. Saving to be achieved through application of sanctions in language program: No promotion beyond GS-11 without intermediate (3) skills.
- D. Maintenance of [REDACTED] training capability?

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